For years, the dialogue with and between mentors has been an essential and highly valuable element for the school internship semester. This year’s event focuses on evidence-based learning and on dealing with alternative facts. At the annual event, we look forward to welcoming participants from schools, the centres for practical teacher education (ZfS) and university reflecting on current aspects of the last and most intensive practical phase for student teachers before they complete their studies.

In addition to information for new mentors, the ZfS of Paderborn, Detmold and Bielefeld (for vocational schools) also invite experienced mentors to share their expertise. Interactive sessions will enable participants to collaboratively explore new opportunities for the enhancement of the school internship semester and the event’s theme of dealing with information in the classroom. Subject-specific networking groups provide an opportunity for fruitful discussions.

Alternative facts have become a dangerous phenomenon in more and more areas of society; they also affect schools and the classroom. How can the critical consumption of information be fostered in schools and classrooms? As part of the Erasmus+ project “Research in Teacher Education (RiTE)”, researchers from the universities of Groningen, Southampton, Chester, Poznań and Paderborn will discuss ways to support future teachers in dealing with evidence in the classroom.

Andre Wolf from the Austrian NGO Mimikama will address this topic in the keynote: "Facts – Fakenews – Conspiracy Myths: An overview of the variety of information on social media”. Since 2011, Mimikama has been dedicated to exposing false information on the internet and to informing the public about internet abuse. In 2020, the association’s commitment was awarded the Human Rights Award of the Tonhalle Düsseldorf.

In addition to the keynote speech, Andre Wolf will offer a follow-up workshop on how to identify manipulative content on the internet. In further workshops by the ZfS and the university, two key questions will be at the heart of the discussions: how can future teachers be supported in dealing with evidence in the classroom and how can evidence-based practice succeed in the school internship semester. The programme will end with a poster session on lesson study projects from the school internship semester and methodological approaches of evidence-based practice as explored in the RiTE project.

The event is open for mentors from schools, university teachers, researchers, teacher educators and other interested parties. Sharing ideas and expertise about evidence-based practice in the school internship semester and in teaching in general is the event’s primary objective and participants will have the opportunity to uncover new perspectives and suggestions for their own practice.

Programme at a glance:

08.30 a.m. | Welcome
08.45 a.m. | Keynote
10.15 a.m. | Workshops
11.45 a.m. | Break
01.00 p.m. | Commencement of the afternoon programme
01.05 p.m. | Poster session and subject-specific networking groups
02.00 p.m. | Round tables
03.00 p.m. | Conclusion and summary
03.15 p.m. | Closing ceremony

Hosts:

- PLAZ Professional School
- Centres for practical teacher education (ZfS) in Paderborn, Detmold, Bielefeld (vocational schools)
- Erasmus+ project „Research in Teacher Education (RiTE)“ represented by the chemistry education group

Registration open until 13 Sept 2021: https://plaz.upb.de/psx

Contact: praxissemester@plaz.upb.de
**Keynote | 08.45-10.45 a.m.**

Facts – Fakenews – Conspiracy myths: An overview of the diversity of information on social media (in German)
André Wolf, mimikama.at

**Workshops | 10.15-11.45 a.m.**

**Workshop 1:** The school internship semester in the education region Paderborn (information event in German)
Silke Ernosti, ZfS Paderborn
Martin Kottkamp, ZfS Detmold
Alexandra Nolte, headmaster Leopoldinum Detmold
Bardo Herzig, Aileen Wittke, PLAZ-Professional School

This workshop provides an overview of the objectives and guidelines of the school internship semester with a focus on evidence-based learning. Mentors will learn about support structures available to them. The workshop will also provide guidance on how to handle potential problems during the school internship semester, how to find suitable solutions, and how to receive further assistance if needed.

**Workshop 2:** Supporting, advising and mentoring students during the school internship semester (in German)
- at primary schools:
  Anja Bahnschulte, ZfS Paderborn
  Franziska Dargies, ZfS Detmold
- at lower secondary schools:
  Sabina Schütz, ZfS Paderborn
- at high schools:
  Kathrin Morhenne, ZfS Paderborn
  Andrea Weinaug, Benjamin Magofsky, ZfS Detmold
- at vocational schools:
  Claudia Lehmann, ZfS Bielefeld
  Kirsten Levermann, ZfS Paderborn
- with a focus on special education needs:
  Heidrun Hiddemann, ZfS Paderborn

These workshops are tailored to the different types of schools in Germany and address the specific needs of the mentors. Participants are encouraged to suggest topics related to mentoring students in the school internship semester: from very practical questions about organizing the school internship semester at your school, to involving students in lesson planning, to ideas for successful appraisal dialogues with the students. The main objective of this workshop is to offer a space for meaningful dialogue between mentors.

**Workshop 3:** The lesson study project in the school internship semester – added value or overload?!
(English)
Andrea Becher, Sabine Fechner, Paderborn University

In this workshop, examples of lesson study projects that have been carried out in primary and secondary schools will be presented, analysed and discussed. In this context, we will discuss to what extent and under which conditions students can create new knowledge in the school internship semester through evidence-based learning and relying on systematic observations or documentation. The workshop aims to elaborate arguments for the lesson study project and to derive criteria for its successful implementation with the goal of making it valuable for all parties involved.

**Workshop 4:** Don’t give alternative facts a chance – evidence-based teaching (in German)
Pascal Pollmeier, Paderborn University

In recent years, the terms 'alternative facts', 'post-factual' or 'perceived truths' have become increasingly important. The COVID-19 pandemic has brought science increasingly to the attention of society. This workshop will focus on evidence-use mechanisms that were originally designed to deal with information in politics. A transfer of these mechanisms to the classroom and possible assignments will be discussed.

**Workshop 5:** Designing online science experiments based on evidence (in English)
Ria Dolfing, University of Groningen, NL
Renata Dudziak, Eliza Rybska, Adam-Mickiewicz-University Poznań, PL

Providing online education in current times requires that teachers adapt their education designs and teaching practice. Especially designing experiments that students can perform at home can be challenging. In this workshop, the participants are supported in designing a small practical experiment that students can perform at home. In order to create effective designs, we will use ‘evidence’ regarding teaching strategies in online and distance learning, retrieved from different information sources, like scientific and professional literature, from online and distance learning experts, and from our peers. Based on our experiences during the workshop, we will discuss what the best information could be to improve our educational designs and teaching practice.

**Workshop 6:** From analysis to synopsis: How do I identify manipulative content on the internet? (in German)
Andre Wolf, mimikama.at

The workshop is a follow-up to the keynote speech and explores relevant aspects in greater depth. Ways in which to deal with manipulative online content are explored.

**Round tables | 02.00-03.00 p.m.**

**Round table 1:** Questioning the value proposition of the school internship semester. Are there opportunities for enhancement? (in German)
Silke Ernosti, ZfS Paderborn
Martin Kottkamp, ZfS Detmold

The school internship semester was launched almost a decade ago. As an important component of the first phase of teacher education it has become indispensable. But has this programme reached its full potential? Can the different practices during the pandemic at schools and universities be used to identify opportunities for enhancement? Are there opportunities – both conceptually and pragmatically – to continue to improve the education of teachers?

**Round table 2:** Research in the school internship semester? – Discussion on the lesson study project (in German)
Sabine Fechner, Dominik Rumlich, Paderborn University

The lesson study project in the school internship semester is perceived as stressful and sometimes as not very productive with regard to the educational objective – by students and partly by the supervising teachers as well. At our round table, participants will discuss new ideas for beneficial implementation of lesson study projects. For this purpose, we invite you to share your experiences.

**Round table 3:** How to enhance student teachers’ evidence-based decision competences? (in English)
Sally Bamber, University of Chester, UK
Christian Bokhove, University of Southampton, UK

In this round table we will discuss effective ways in which we can instill evidence-informed practices in (trainee) teachers. We will ask the hard questions in this session: What is ‘evidence’ anyway? Is there some sort of „gold standard“ when it comes to evidence? And crucially, how can we improve this? You will interactively be asked to think and share your opinions.